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ABSTRACT

As the third in a series of annual reports on the graduates of Virginia community colleges, this document contains information for the years 1973-74, 1974-75, and 1975-76 on racial distribution by sex, types of awards, and curricular groups; on sex by race, awards, and curricular groups; on age by awards and curriculum; on distribution by curricula; and on credits earned by award type and number of years taken to complete the award. During 1975-76, 6,709 students graduated, an increase of 11% over the previous year and 28% over 1973-74. Fifty-six percent were males, racial minorities comprised 15%, and the median age was 24.4 years. Women and minority graduates increased five and two percent respectively over the study period. More than 50% earned Associate of Applied Science degrees in equal proportions for men and women, although more men overall earned diplomas while women opted for certificates. Proportionately more whites than minority students pursued college transfer programs. Throughout the three years, more minority and especially minority women graduates chose programs for quick entry into the job market. Business was the most commonly selected curriculum, followed by engineering and industrial, health, and public service. Thirteen data tables are appended. (TP)

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A Profile of Graduates Virginia Community College System 1975-76

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JC 780 253

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A PROFILE OF GRADUATES
VIRGINIA COMMUNITY COLLEGE SYSTEM, 1975-76

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INTRODUCTION

This is the third annual report on the graduates of the Virginia community colleges. Information about graduates is vital because it provides one measure of the quality and quantity of the colleges' accomplishments. Having data on graduates is useful for institutional program evaluation, statewide planning, and manpower forecasting. Over a number of years, accumulated information on graduates will provide one basis for comparing successive populations of community college graduates and tracing their personal and career development.

The primary purpose of this report is to describe the graduates of Virginia's community colleges in terms of demographic characteristics, types of awards granted, curricula upon graduation, credits earned, and length of time to earn awards. This report has a secondary purpose: the comparison of 1975-76 data with 1973-74 and 1974-75 graduate data. Comparisons of the graduate data from the three populations have been presented in the narrative and through tabulations and graphs.

The primary users of this report will be the educational planners, administrators, and instructors in the colleges. The report will also be useful to other persons interested in the colleges' operation and output.

Information for this report was submitted by each of Virginia's 23 community colleges on all students graduating between July 1, 1975 and June 30, 1976. The findings on the 6709 graduates awarded degrees, diplomas, or certificates, and comparisons with the previous two graduate groups, are presented in the next section. The report concludes with a summary. A complete set of tables is located in Appendix A.

FINDINGS

The findings on 1975-76 graduates are presented in the following order: sex, race, and age; types of awards earned; curriculum; credits earned; and length of time to complete an award.

Sex, Race, and Age

During 1975-76, 6709 students graduated from Virginia community colleges (Table 1). Of these graduates, 56 percent were men, and 44 percent were women. Overall, there were 85 percent white, and 15 percent minority graduates.

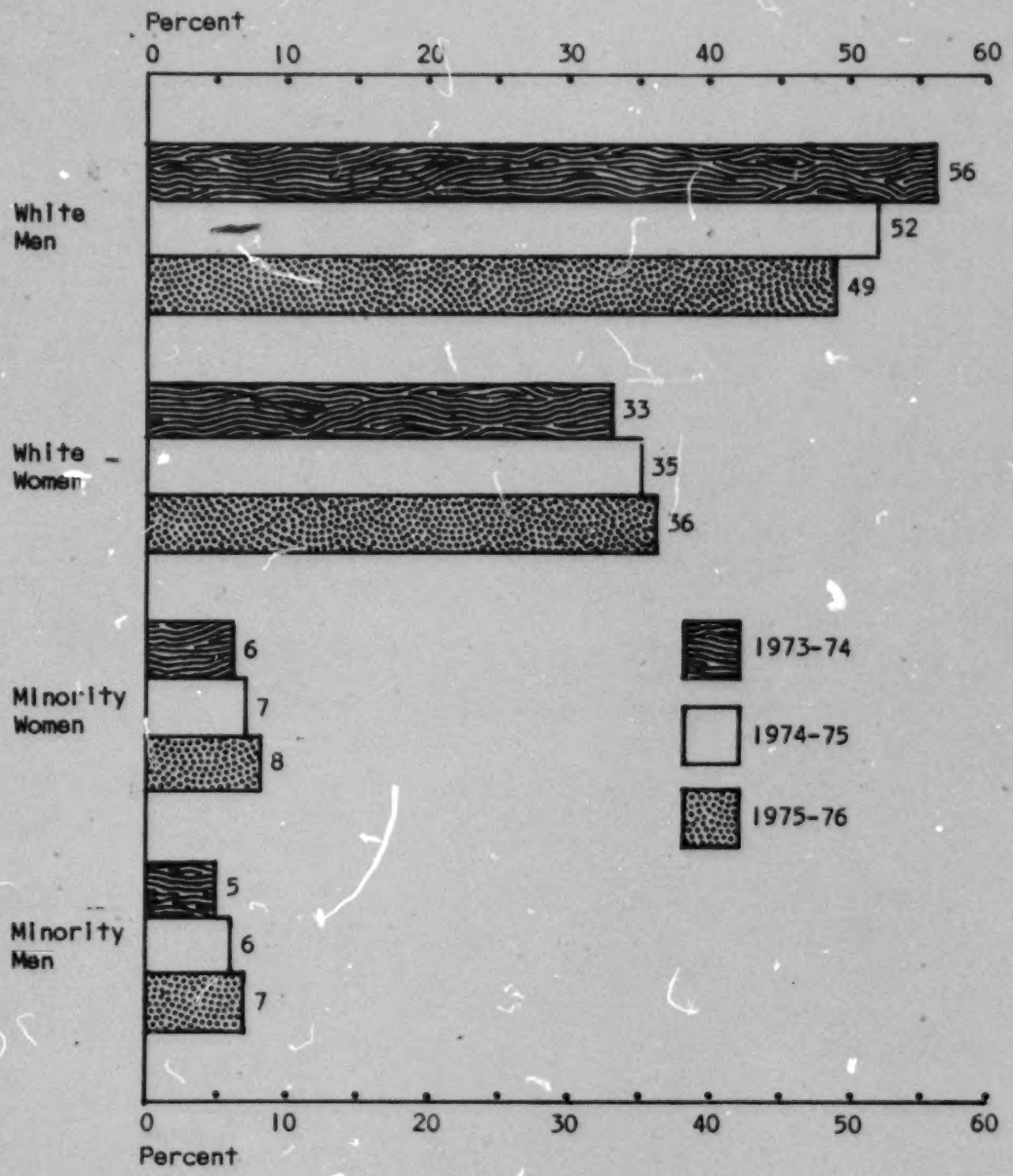

Figure 1: Sex and Racial Composition of 1973-74, 1974-75, and 1975-76 Graduates

The 6709 graduates of 1975-76 represent an increase of 11 percent over the 6051 graduates of the previous year. The change in the sex and racial composition of graduates over the past three years can be seen in Figure 1.

During the three year period, the proportion of white men decreased, and the proportion of white women rose slightly. Both male and female minority proportions also increased. In 1975-76 men comprised 58 percent of whites, while among minorities, 53 percent were women (Table 2).

Graduates represented a wide range of ages. Figure 2 shows the percentage of graduates within age groups for the three year period. Although the largest single age group continued to be 21 years or younger, the percentage of graduates within this age group decreased steadily over the past three years. In 1975-76, graduates who were 30 or older comprised almost one third of the total population, an increase of seven percent from 1973-74. The median age for all 1975-76 graduates was 24.4 years, compared to 23.5 years in 1974-75, and 22.0 years in 1973-74. See Appendix B for the method used to determine medians.

Types of Awards Earned[1]

The AAS degree was awarded to almost half of the 1975-76 graduates (Table 3). Almost one in three of the graduates earned an AA or AS degree. The certificate was awarded to 18 percent of the total group, while the diploma[2] was awarded to two percent of the graduates. Since 1973-74, the proportion of graduates receiving AAS and certificate awards increased somewhat, while the proportion receiving AA, AS and diploma awards decreased.

The distribution of awards among men and women is revealed in Figure 3. Slightly more than half of all men and women earned the AAS degree. More men than women were awarded the AS degree, while women more often received the AA degree. On a proportional basis, women were more likely to be awarded certificates, and men, diplomas. Over the three year period, the relative distribution of awards to male and female graduates remained constant.

---

[1] The community colleges in Virginia offer five types of awards. The Associate of Arts (AA) and Associate of Science (AS) programs are designed to lead to transfer to a baccalaureate program. The Associate of Applied Science (AAS) programs are designed to provide competence for employment in a general occupational field and to include general education. The diploma award normally represents a two-year program which usually includes limited general education and provides employment competence in a specific field. Certificate programs usually require one to less than two years' study and provide competence in a specific job or family of jobs.

[2] Diploma programs are not yet widely available in the Virginia Community College System.

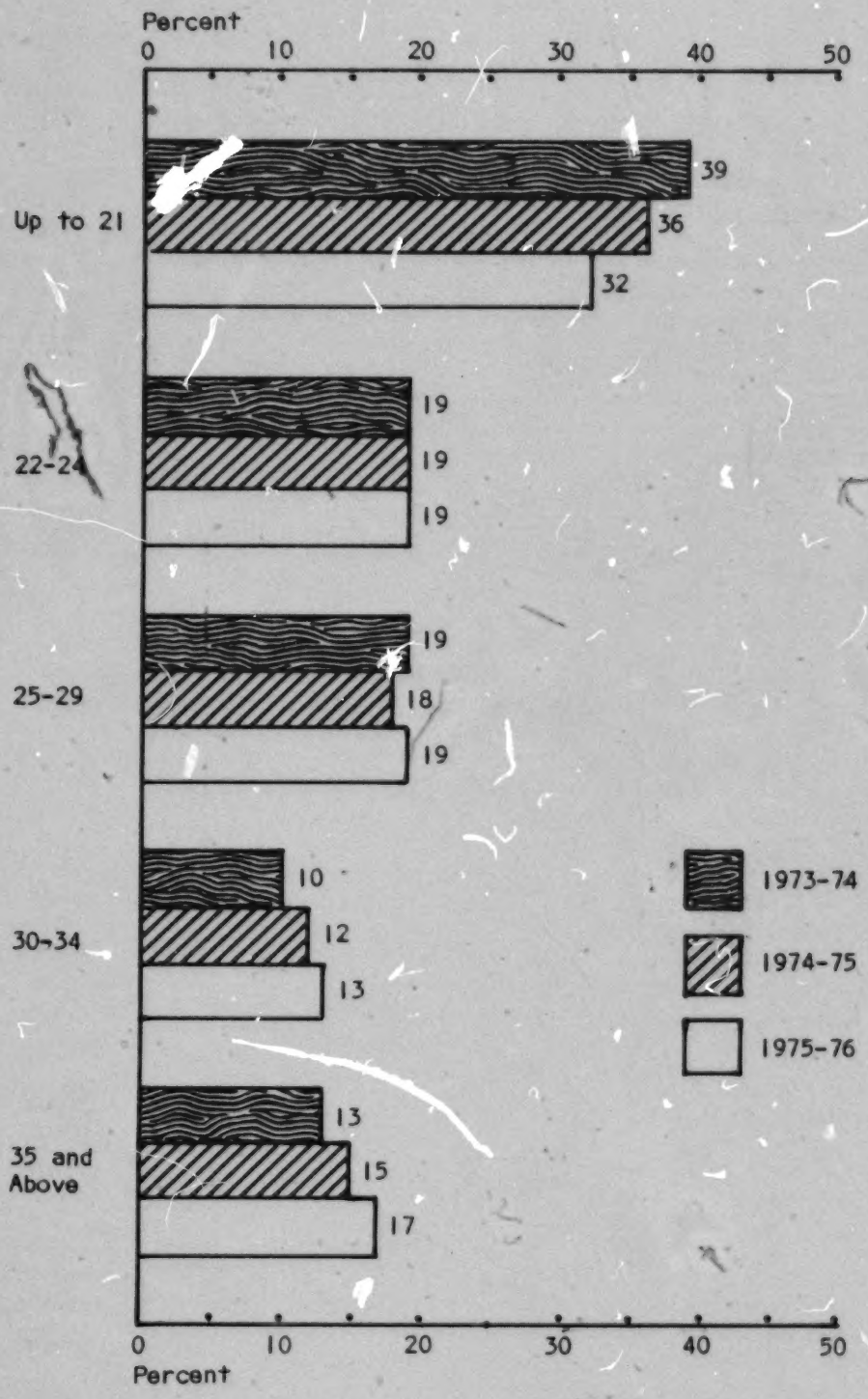

Figure 2: Age Distribution of Graduates for 1973-74, 1974-75, and 1975-76

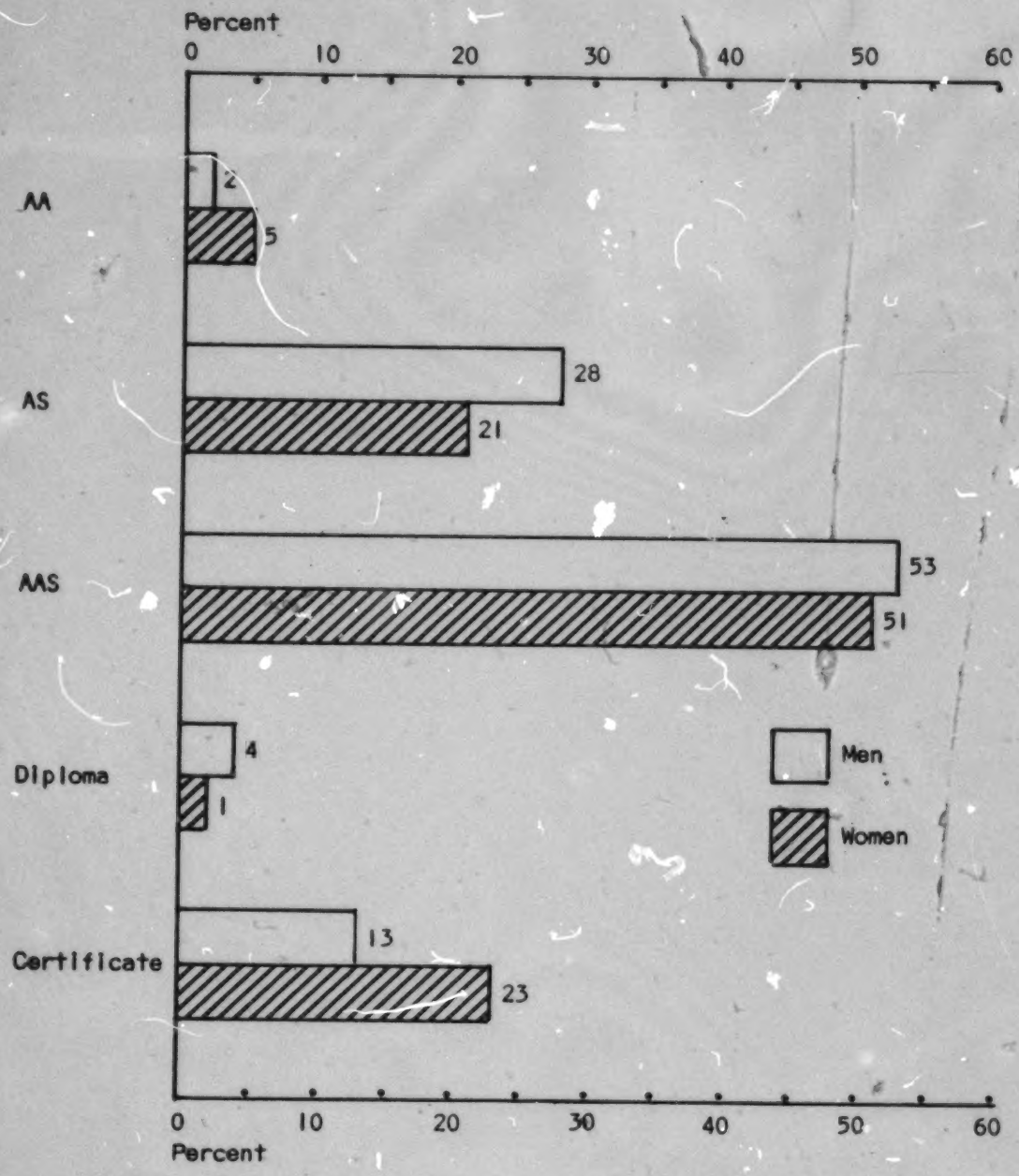

Figure 3. Sex Distribution of 1975-76 Graduates By Type of Award

Differences also appear when types of awards are examined by race (Table 4). A greater proportion of whites than minorities received AA, AS and AAS awards. Proportionately more minority graduates than whites received diplomas and certificates. These differences became slightly more pronounced throughout the period.

Figure 4 illustrates the types of awards earned by sex and racial groups. Greater proportions of white men and women were granted AA and AS degrees than their minority counterparts. The AA and AS degrees were earned by 12 percent more white than minority men, and by 16 percent more white than minority women. Slightly more than half the white men, minority men, and white women earned the AAS degree, while about 10 percent fewer minority women earned this award. Diplomas were awarded to five percent of the minority men, four percent of the white men, and one percent of the minority women. A larger proportion of minority women received a certificate than any other group, and white men earned the fewest certificates on a proportional basis.

Between 1973-74 and 1975-76, small increases occurred in the percentages of white men receiving AAS awards and minority women receiving certificates. Over the same period, a small decrease occurred in the percentage of minority women receiving AA or AS awards.

Again this year, the findings indicate that more minorities, especially minority women, chose programs which were designed for fast entry into the job market. More whites were enrolled in programs which allowed for formal education beyond the community college.

The following tabulation presents the distribution of awards across age groups (Table 5):

	Up to 21	22-24	25-29	30-34	35 and above
AA	40%	24%	14%	7%	15%
AS	30	21	19	14	16
AAS	30	18	20	14	18
Diploma	36	28	23	4	9
Certificate	39%	16%	14%	10%	21%

The tabulation illustrates that 1975-76 AS and AAS graduates were distributed across all age groups. AA and diploma graduates tended to be younger than the average graduate age. The certificate award category included more of the younger and older graduates with fewer in the 30-34 year age group. Although a slight leveling trend among age groups within award categories occurred over the three year period, the general pattern of age by award remained stable.

Curriculum

In examining the curricular program preferences of 1975-76 graduates, the findings indicate that 72 percent of these graduates pursued occupational-technical curricula, and 28 percent pursued college transfer curricula. The two-to-one ratio of awards received by occupational-technical and college transfer graduates in 1973-74 and 1974-75 increased to a ratio of almost three-to-one in 1975-76.

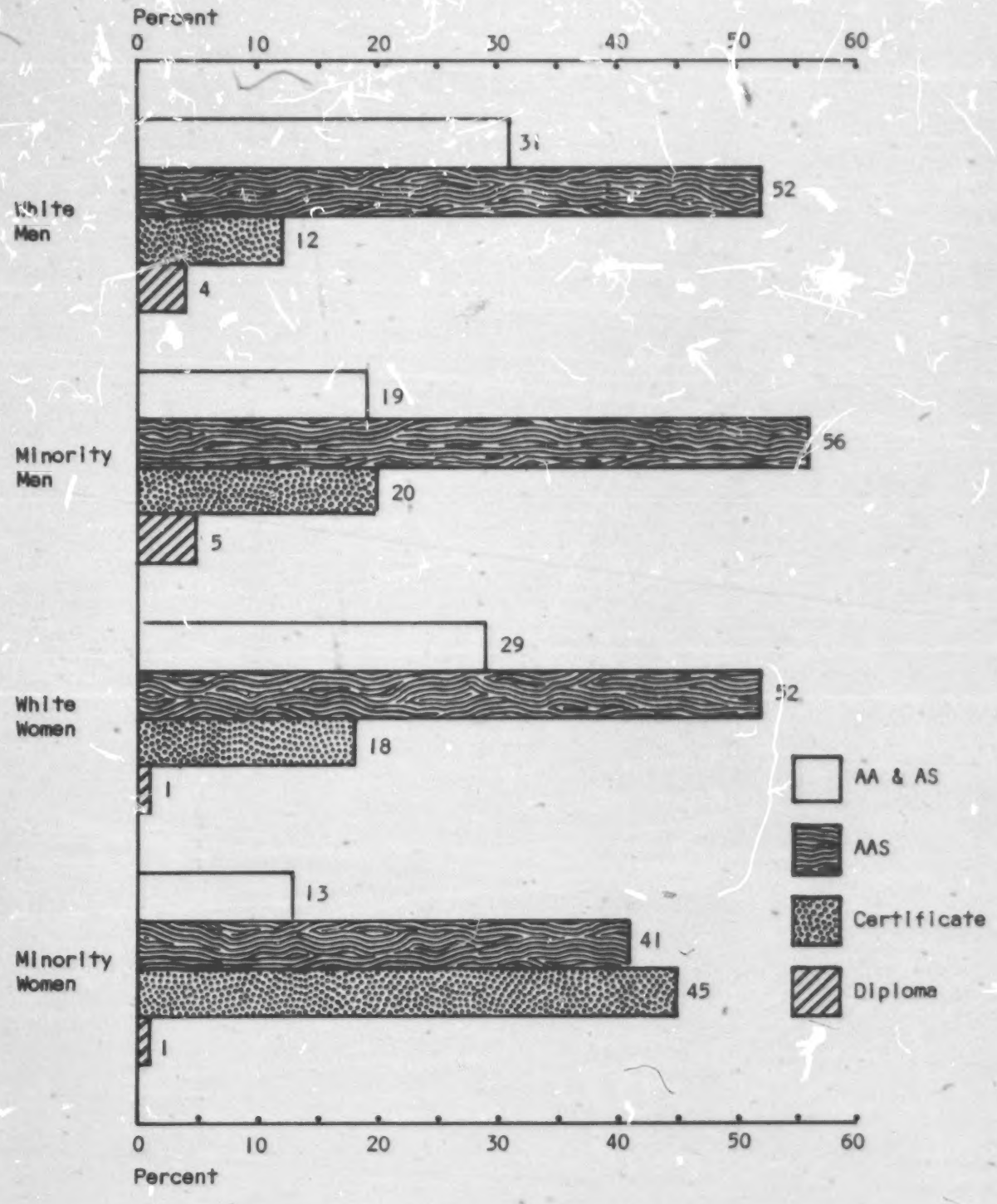

Figure 4: Types of Awards By Racial Groups, 1975-76

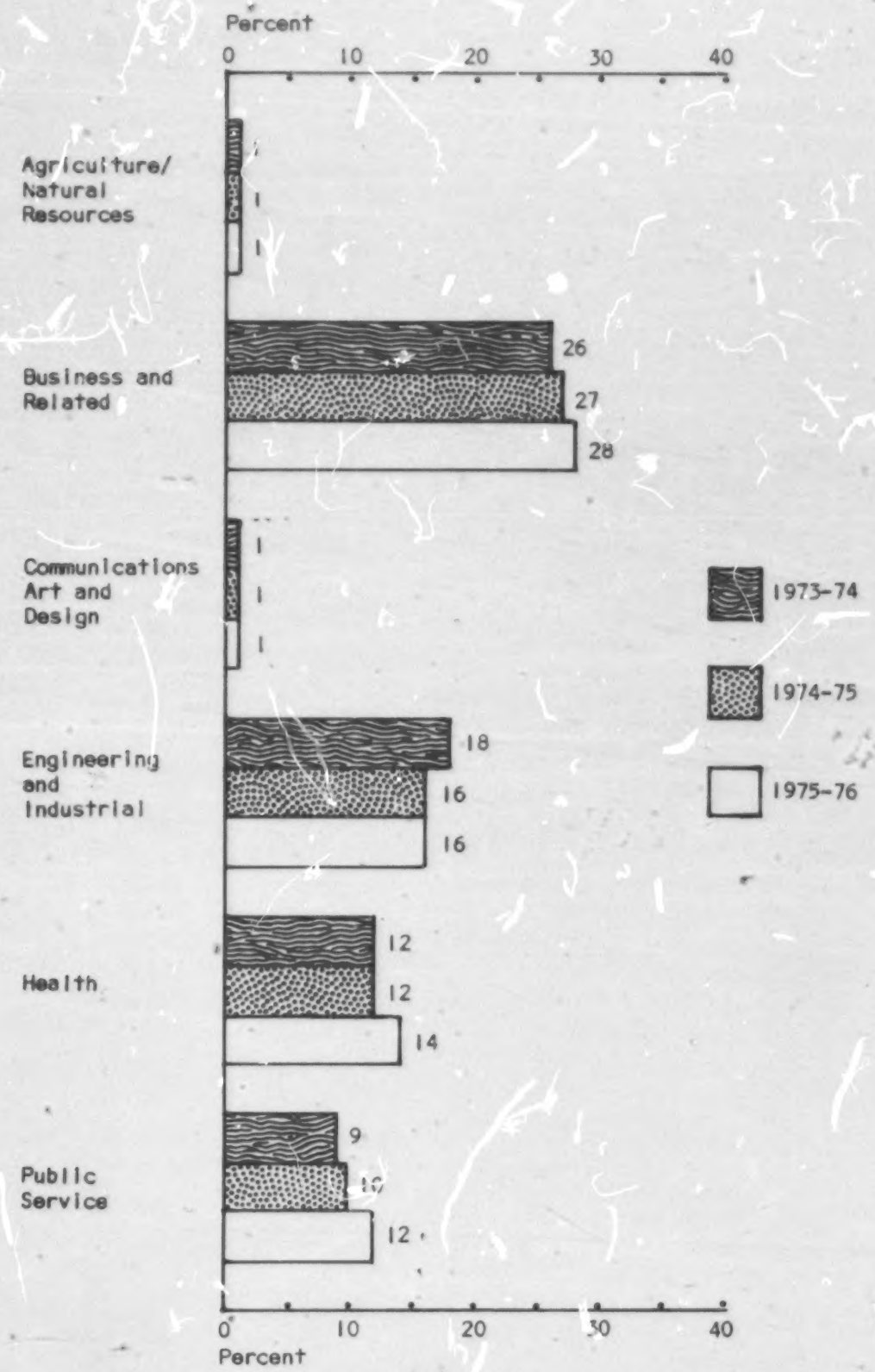

Figure 5: Distribution of Graduates by Occupational-Technical Curricula

In 1975-76, the Virginia Community College System offered 154 different occupational-technical curricula (Tables 6 and 6A). Figure 5 shows the percentages of graduates by curricular group.

As noted previously, almost three-quarters of all graduates followed occupational-technical programs. Of these graduates, the largest percentage selected business and related curricula, followed by engineering and industrial, health, and public service curricula. The agriculture/natural resources program and the communications/art and design program were each represented by one percent of the graduates. During the past three years, the distribution of occupational-technical graduates by curricular group varied only slightly.

Men and women tended to select different curricular programs (Tables 7 and 8). The distribution of curricular choices by sex is displayed below:

	Men			Women		
Curricular Group	73-74	74-75	75-76	73-74	74-75	75-76
Occupational-Technical	59%	56%	55%	41%	44%	45%
Agriculture/Natural Resources	82	69	59	18	31	41
Business and Related	45	43	43	55	57	57
Communications/Art and Design	63	39	53	37	61	47
Engineering and Industrial	98	97	96	2	3	4
Health	13	13	12	87	87	88
Public Service	82	77	78	18	23	22
College Transfer	66%	62%	59%	34%	38%	41%

Men represented the majority in both occupational-technical and college transfer programs, although they comprised a larger majority in college transfer programs. Engineering was overwhelmingly selected by men, who held the majority in public service, agriculture/natural resources, and communications/art and design curricula as well. Women comprised the vast majority of graduates in health programs, and also constituted the majority of graduates in business and related programs. The distribution of curricular choices by sex remained relatively stable from 1973-74 to 1975-76 with one exception: within the communications/art and design curricula, men held the majority in both 1973-74 and 1975-76, while women graduates predominated in 1974-75.

Curricular preferences also varied by race (Tables 8 and 9). A greater proportion of white than minority graduates pursued college transfer programs, while proportionally more minority graduates pursued occupational-technical programs. A greater proportion of white students selected engineering and industrial, health, and agriculture/natural resources curricula; a greater proportion of minority students selected business and related, public service, and communications/art and design curricula.

Over the three year period, the proportion of whites choosing engineering and industrial curricula declined somewhat, and the proportion choosing health, public service, business and related and agriculture/natural resources curricula rose. Among minority graduates, the proportion pursuing public service, business and related and communications, art and design curricula grew; the proportion pursuing health and agriculture/natural resources curricula remained the same, and the proportion pursuing engineering and industrial curricula decreased. Both groups experienced a decrease in the proportion of college transfer graduates since 1973-74.

The following tabulation illustrates the median age of graduates by curricular groups (Table 10):

	Median Age		
	1973-74	1974-75	1975-76
Occupational-Technical	22.6	23.3	24.5
Agriculture/Natural Resources	21.6	21.4	20.1
Business and Related	21.2	22.2	23.9
Communications/Art and Design	21.4	22.0	23.2
Engineering and Industrial	22.2	23.0	23.9
Health	23.3	23.9	24.1
Public Service	26.2	28.3	28.6
College Transfer	23.2	24.1	24.1
Overall Median	22.0	23.5	24.4

Although in both 1973-74 and 1974-75 the median age of college transfer graduates was higher than that of occupational-technical graduates, in 1975-76 the median age of occupational-technical graduates exceeded that of college transfer graduates.

Among occupational-technical programs, graduates of public service programs continued to be the oldest group by far, and agriculture/natural resources graduates continued to be the youngest group. From 1973-74 to 1975-76, the median age of agriculture/natural resources graduates decreased by 1.5 years, while the median age of all other graduates increased from 0.8 to 2.7 years. During the same time period, the overall median age for VCCS graduates increased by 2.4 years.

Graduates who were enrolled in occupational-technical (O-T) curricula received AAS, diploma or certificate awards (Table 11). Of the AAS graduates, 41 percent were in business, 20 percent in health, 19 percent in public service, and 16 percent in engineering and industrial curricula. Agriculture/natural resources and communications/art and design programs each accounted for two percent of the graduates. The great majority of diploma graduates, 89 percent, had been enrolled in engineering and industrial curricula, while four percent or less pursued the other occupational-technical programs. Certificates were distributed across O-T curricula, with 41 percent of these awards conferred upon business graduates, 29 percent upon engineering and industrial graduates, 18 percent upon health graduates, and 12 percent upon public service graduates. No certificates were awarded in communications/art and design curricula, and only two graduates earned certificates in agriculture/natural resources.

The overall pattern of curricular distribution of occupational-technical graduates by type of award remained relatively constant from 1973-74 to 1975-76, with noticeable increases occurring only in public service AAS awards, and health certificate awards, and noticeable decreases occurring only in engineering and industrial AAS and diploma awards.

Credits Earned

As in 1973-74 and 1974-75, the number of credits that graduates earned varied considerably by type of award (Table 12). Virtually all of the AA/AS and AAS graduates earned more than 96 credits. This corresponds to the minimum of 97 credits required for these awards. Credit requirements for certificates and diplomas differed according to program and college. A majority of certificate graduates, 69 percent, acquired between 45 and 95 credits, although slightly more than one-quarter of these graduates acquired 111 or more credits. Eighty-three percent, or more than four-fifths, of the diploma graduates earned more than 110 credits. During the study period, the most apparent change occurring in the number of credit hours earned by type of award was the 10 percent increase in diploma graduates acquiring more than 110 credit hours.

These data should be interpreted carefully, since reporting disparities distort the relationship between the number of credits earned and those required for an award. Often the number of credits a student accrues while earning a specific award may be greater or fewer than VCCS requires for the award. For example, students who change programs may accumulate more credits than are required for their award, and students who transfer to the community college may have earned more credits than were reported.

Length of Time to Complete an Award

The time required for graduates to complete their awards varied according to program credit hour requirements and student persistence (Table 13). The following tabulation compares AA/AS, AAS and Diploma graduates with Certificate graduates in terms of the length of time taken to complete their award:

	Percent of AA/AS, AAS, and Diploma Graduates			Percent of Certificate Graduates		
Length of Time	73-74	74-75	75-76	73-74	74-75	75-76
0 to One Year	2	2	1	20	20	18
Over 1 to 2 Years	47	46	36	56	50	50
Over 2 to 3 Years	27	27	33	14	20	19
Over 3 to 4 Years	12	11	14	6	5	8
Over 4 to 5 Years	5	7	7	3	2	2
Over 5 Years	7	7	9	1	3	3

Almost half of the AA/AS, AAS and diploma graduates fulfilled their program requirements in over two to four years. About one-third fulfilled their requirements in the traditional two year period, and one-sixth took more than four years. Over the three year period, the number of AA/AS, AAS and diploma graduates completing their programs in more than three years increased by six percent.

Certificate graduates generally took less time to complete their programs. Approximately two-thirds of the graduates finished within a two year period, while one-third required more than the traditional length of time. From 1973-74 to 1975-76, the number of certificate graduates taking longer than two years to fulfill their requirements increased by eight percent.

These data should also be interpreted cautiously. It is not unusual for a certificate program at one college to have the same or similar requirements as a diploma program at another college, the major difference being nomenclature.

It appears that students at Virginia community colleges are increasingly taking more time than the minimal -- and traditional -- time required for a full-time student to earn an award. Separate data on full-time and part-time students who graduated were not available and therefore prevented further interpretation.

Summary

During 1975-76, 6709 students graduated from Virginia community colleges, an increase of 11 percent over the previous year and an increase of 28 percent over 1973-74. Of the 1975-76 graduates, 56 percent were men and 44 percent were women. Racial minorities comprised 15 percent. Slightly more than half of the graduates were under age 24.4 (median), and of the total group, 32 percent were age 21 or younger.

With regard to sex, race and age characteristics, differences were noted among the three populations discussed in this report. Women graduates increased five percent over the study period, while minority graduates increased two percent. The percentage of graduates 21 years of age or younger declined seven percent from 1973-74 to 1975-76, while the percentage of graduates 30 years of age or older increased seven percent.

The Associate of Applied Science degree was earned by more than half of the 1975-76 graduates, a four percent increase over 1973-74. Overall, 72 percent of the 1975-76 graduates had been pursuing occupational-technical programs and 28 percent college transfer programs. Since 1973-74, the number of graduates fulfilling occupational-technical award requirements increased five percent.

Almost equal proportions of men and women were awarded the AAS degree. More men than women earned diplomas, while more women than men earned certificates. Within college transfer programs, women were more frequently granted the AA degree, and men the AS degree. This male-female distribution of awards remained relatively constant over the three year period.

Although the majority of both white and minority graduates earned the AAS degree, a greater proportion of whites were granted that award. Proportionally more white than minority graduates pursued college transfer programs, and proportionally more minority graduates received certificate awards. Between 1973-74 and 1975-76, small increases occurred in the percentages of white men receiving AAS awards and minority women receiving certificates, while a small decrease occurred in the percentage of minority women receiving AA or AS awards.

Throughout the three year period, more minority graduates, especially minority women, chose programs designed for quick entry into the job market. More white graduates pursued programs allowing for formal education beyond the community college.

Among occupational-technical programs, business was the curriculum most often selected by graduates, followed by engineering and industrial, health, and public service. The agriculture/natural resources and communications/art and design programs each represented only one percent of the graduates. The distribution of occupational-technical graduates by curricular group varied only slightly during the past three years.

When occupational-technical programs were examined with regard to male and female graduate preferences, it was found that men predominated in engineering and industrial, public service, agriculture/natural resources, and communications/art and design curricula. Women represented the vast majority in health, and the majority in business and related curricula. The distribution of curricular choices by sex remained relatively stable from 1973-74 to 1975-76, although men predominated in communications/art and design in 1973-74 and 1975-76, and women in 1974-75.

Differences were also found in the curricular preferences of white and minority graduates. Whites were more frequently represented in engineering and industrial, health, and agriculture/natural resources programs, while a greater proportion of minority students pursued business and related, public service, and communications/art and design programs. Over the three-year period the proportion of both whites and minorities choosing engineering and industrial curricula decreased, while the proportion choosing all other O-T curricula increased or remained the same. Both groups experienced a decrease in the proportion of college transfer graduates since 1973-74.

The majority of graduates earning AA/AS, AAS or diploma awards accrued more than 100 credit hours, as expected. The majority of certificate recipients earned 95 or less credit hours. The most notable change occurring during the period in the number of credit hours earned by type of award was the 10 percent increase in diploma graduates accumulating more than 110 credits.

VCCS graduates generally took more time than the traditional two years to fulfill their program requirements. About one-third of the AA/AS, AAS and diploma graduates completed their programs within a two year period; almost half fulfilled their program requirements in over two to four years, and an additional one-sixth took more than four years.

Appendix A

Tables

TABLE I

RACIAL DISTRIBUTION OF GRADUATES BY SEX
1973-74, 1974-75, and 1975-76

Race	Year	Male N	Male %	Female N	Female %	Total N	Total %
White							
	1973-74	2927	91%	1703	84%	4630	89%
	1974-75	3171	90%	2084	82%	5255	87%
	1975-76	3316	88%	2416	82%	5732	85%
Minority							
	1973-74	280	9%	317	16%	597	11%
	1974-75	347	10%	449	18%	796	13%
	1975-76	457	12%	520	18%	977	15%
Total							
	1973-74	3207	100%	2020	100%	5227	100%
	1974-75	3518	100%	2533	100%	6051	100%
	1975-76	3773	100%	2936	100%	6709	100%

TABLE 2

SEX DISTRIBUTION OF GRADUATES BY RACE
1973-74, 1974-75, and 1975-76

Race	Year	Male N	Male %	Female N	Female %	Total N	Total %
White							
	1973-74	2927	63%	1703	37%	4630	100%
	1974-75	3171	60%	2084	40%	5255	100%
	1975-76	3316	58%	2416	42%	5732	100%
Minority							
	1973-74	280	47%	317	53%	597	100%
	1974-75	347	44%	449	56%	796	100%
	1975-76	457	47%	520	53%	977	100%
Total							
	1973-74	3207	61%	2020	39%	5227	100%
	1974-75	3518	58%	2533	42%	6051	100%
	1975-76	3773	56%	2936	44%	6709	100%

TABLE 3

SEX DISTRIBUTION OF GRADUATES BY TYPE OF AWARD
1973-74, 1974-75, and 1975-76

Sex	Year	Associate of Arts N	Associate of Arts %	Associate of Science N	Associate of Science %	Associate of Applied Science N	Associate of Applied Science %	Diploma N	Diploma %	Certificate N	Certificate %	Total N	Total %
Male													
	1973-74	86	3%	1,063	33%	1,530	48%	196	6%	332	10%	5,207	100%
	1974-75	98	3%	1,126	32%	1,738	49%	134	4%	422	12%	3,518	100%
	1975-76	75	2%	1,046	28%	2,002	53%	152	4%	498	13%	5,773	100%
Female													
	1973-74	129	7%	468	23%	988	49%	2	1%	433	21%	2,020	100%
	1974-75	128	5%	621	24%	1,225	48%	14	1%	545	22%	2,533	100%
	1975-76	152	5%	625	21%	1,476	51%	5	1%	678	23%	2,936	100%
Total													
	1973-74	215	4%	1,531	29%	2,518	48%	198	4%	765	15%	5,227	100%
	1974-75	226	4%	1,747	29%	2,963	49%	148	2%	967	16%	6,051	100%
	1975-76	227	3%	1,671	25%	3,478	52%	157	2%	1,176	18%	6,709	100%

TABLE 4

RACIAL DISTRIBUTION OF GRADUATES BY TYPE OF AWARD
1973-74, 1974-75, and 1975-76

		Associate of Arts		Associate of Science		Associate of Applied Science		Diploma		Certificate		Total	
Race	Year	N	%	N	%	N	%	N	%	N	%	N	%
White													
	1973-74	196	4%	1,421	31%	2,237	48%	178	4%	598	13%	4,630	100%
	1974-75	197	4%	1,597	30%	2,616	50%	138	3%	707	13%	5,255	100%
	1975-76	208	4%	1,535	27%	3,009	52%	129	2%	851	15%	5,732	100%
Minority													
	1973-74	19	3%	110	18%	281	48%	20	3%	167	28%	597	100%
	1974-75	29	4%	150	19%	347	43%	10	1%	260	33%	796	100%
	1975-76	19	2%	136	14%	469	48%	28	3%	325	33%	977	100%
Total													
	1973-74	215	4%	1,531	29%	2,518	48%	198	4%	765	15%	5,227	100%
	1974-75	226	4%	1,747	29%	2,963	49%	148	2%	967	16%	6,051	100%
	1975-76	227	3%	1,671	25%	3,478	52%	157	2%	1,176	18%	6,709	100%

TABLE 5

AGE DISTRIBUTION OF GRADUATES BY TYPE OF AWARD
1973-74, 1974-75, and 1975-76

Age	Year	Associate of Arts N	Associate of Arts %	Associate of Science N	Associate of Science %	Associate of Applied Science N	Associate of Applied Science %	Diploma N	Diploma %	Certificate N	Certificate %	Total N	Total %
Median	1973-74	20.9	-	23.5	-	23.3	-	22.4	-	21.4	-	22.0	-
	1974-75	21.9	-	24.6	-	23.5	-	21.8	-	22.9	-	23.3	-
	1975-76	22.8	-	24.4	-	25.0	-	23.0	-	23.6	-	24.4	-
Up to 21	1973-74	109	51%	525	34%	928	38%	91	45%	360	47%	2013	39%
	1974-75	105	46%	557	32%	1029	35%	68	46%	394	41%	2153	36%
	1975-76	90	40%	497	30%	1054	30%	57	36%	457	39%	2155	32%
22-24	1973-74	40	19%	284	19%	487	19%	58	29%	144	19%	1014	19%
	1974-75	43	19%	312	18%	586	20%	35	24%	147	15%	1123	19%
	1975-76	55	24%	354	21%	611	18%	44	28%	187	16%	1251	19%
25-29	1973-74	26	12%	312	20%	535	21%	37	19%	107	14%	1017	19%
	1974-75	33	15%	323	19%	567	19%	24	16%	163	17%	1110	18%
	1975-76	31	14%	325	19%	701	20%	36	23%	167	14%	1260	19%
30-34	1973-74	14	7%	196	13%	258	10%	5	3%	51	7%	524	10%
	1974-75	19	8%	267	15%	341	11%	8	5%	87	9%	722	12%
	1975-76	16	7%	227	14%	494	14%	6	4%	119	10%	862	13%
35 and Above	1973-74	25	12%	214	14%	310	12%	7	4%	107	13%	659	13%
	1974-75	26	12%	288	16%	440	15%	13	9%	176	18%	943	15%
	1975-76	35	15%	268	16%	618	18%	14	9%	246	21%	1181	17%
Total	1973-74	215	100%	1531	100%	2518	100%	198	100%	765	100%	5227	100%
	1974-75	226	100%	1747	100%	2963	100%	148	100%	967	100%	6051	100%
	1975-76	227	100%	1671	100%	3478	100%	157	100%	1176	100%	6709	100%

TABLE 6

DISTRIBUTION OF GRADUATES BY CURRICULA
1973-74, 1974-75, and 1975-76

	All Graduates					
	1973-74		1974-75		1975-76	
Curriculum	N	%	N	%	N	%
Agriculture/Natural Resources	34	1%	62	1%	88	1%
Business and Related	1345	26%	1649	27%	1893	28%
Communications/Art and Design	62	1%	69	1%	85	1%
Engineering and Industrial	954	18%	980	16%	1054	16%
Health	645	12%	726	12%	898	14%
Public Services	441	9%	592	10%	793	12%
College Transfer	1746	33%	1973	33%	1898	28%
TOTAL	5227	100%	6051	100%	6709	100%

TABLE 6A

DISTRIBUTION OF GRADUATES BY CURRICULA
1975-76

	All Graduates	
	N	%
Agriculture and Natural Resources Technology		
Animal Husbandry	1	1.1%
Horse Live Mgmt	1	1.1%
Animal Science	34	38.6%
Livestock	0	0.0%
Ag Business	18	20.5%
Farm Opr Mgmt	1	1.1%
Agronomy	3	3.4%
Wildlife	2	2.3%
Forestry	21	23.9%
Rec/Ground Mgmt	0	0.0%
Nat Res Mgmt	7	8.0%
Sub-Total	88	100.0%
Business Technology		
Records Mgmt	5	0.3%
Accounting	210	11.1%
Bookkeeping	14	0.7%
Gen Business	3	0.2%
Data Processing	117	6.2%
Comp/Mach Opr	7	0.4%
Banking/Finance	15	0.8%
Management	589	31.1%
Data Processing	3	0.2%
Perip Equip Opr	10	0.5%
Clerical Stud	227	12.0%
Bus Ind Super	50	2.6%
Con Career Stu	15	0.8%
HRI Mgmt	43	2.3%
Insurance	0	0.0%
Hotel Mot Mgmt	5	0.3%
Food Ser Mgmt	31	1.6%
Institutional Mgmt	0	0.0%
Travel/Tourism	9	0.5%
Merchandising	40	2.1%
Food Marketing	0	0.0%

	All Graduates	
	N	%
Business Technology (cont'd)		
Gen Merchand	3	0.2%
Legal Asst	4	0.2%
Real Estate	25	1.4%
Stenography	74	3.9%
Sec Science	362	19.1%
Con Con Report	0	0.0%
Educ Sec	21	1.1%
Traffic/Trans	9	0.5%
Transportation	1	0.1%
Aviation-Admin	1	0.1%
Flight Att	0	0.0%
Military Admin	0	0.0%
Sub-Total	1893	100.0%
Arts and Design Technology		
Commercial Art	68	80.0%
Media Ad Arts	8	9.4%
Crafts	2	2.4%
Printing	7	8.2%
Sub-Total	85	100.0%
Engineering and Industrial Technology		
Envir Con Opr	21	2.0%
Sc Tech Aide	0	0.0%
Envir Science	8	0.8%
Science Tech	0	0.0%
Envir Sci Tech	4	0.4%
Architecture	33	3.1%
Auto Analysis	78	7.4%
Air Con Refrig	66	6.2%
Appli Repair	0	0.0%
Auto Body	13	1.2%

TABLE 6A

DISTRIBUTION OF GRADUATES BY CURRICULA
1975-76
(Cont'd)

	All Graduates	
	N	%
Engineering and Industrial Technology (Cont'd)		
Automotive	27	2.6%
Auto Diagnosis	1	0.1%
Cabinet Making	0	0.0%
Chemical	1	0.1%
Civil	45	4.3%
Broadcast Engr	6	0.6%
Construction	3	0.3%
Constr Insp	0	0.0%
Diesel Mech	8	0.8%
Draft Design	122	11.6%
Drafting	33	3.1%
Tech Illustra	0	0.0%
Draft Design	20	1.9%
Electronics	3	0.3%
Arch Draft	2	0.2%
Nuclear	0	0.0%
Instrumentation	19	1.8%
Elec/Elec	246	23.4%
Electricity	64	6.1%
Vend Mach Serv	6	0.6%
Electromechan	0	0.0%
Ind Electro Rep	0	0.0%
Electron Serv	29	2.8%
Machine	13	1.2%
Machine Tool Op	17	1.6%
Marine Science	15	1.4%
Masonry	0	0.0%
Marine Main Mech	0	0.0%
Mechanical	40	3.8%
Machine Opr	4	0.4%
Machine Shop	18	1.7%
Toolmaking	0	0.0%
Plumbing	11	1.0%
Industrial	11	1.0%
Engr Tech Asst	0	0.0%
Rad/TV Mfg Serv	0	0.0%
Textile Mgmt	0	0.0%
Auto Machinist	2	0.2%
Parts Merchand	0	0.0%
Motorcycle Main	0	0.0%
Bldg Construction	2	0.2%
Industrial Main	7	0.7%
Industrial Mgmt	6	0.6%
Carpentry	2	0.2%
Welding	30	2.8%
Production	0	0.0%
Mine Mach Main	7	0.7%
Mining	9	0.9%
Water Well Dr	2	0.2%
Sub-Total	1054	100.0%
Health Technology		
Dent Lab	19	2.1%
Dent Hygiene	0	0.0%
Dietetics	2	0.2%
Dent Assist	73	8.1%
Dent Lab Asst	0	0.0%
Med Lab Asst	1	0.1%
Medical Lab	44	4.9%
Medical Records	15	1.7%
Mental Health	51	5.7%
Mortuary Sci	21	2.3%
Nursing	468	52.1%
Pract Nursing	50	5.6%
Nursing Asst	49	5.5%
Optitianry	3	0.3%
Med Asst	0	0.0%
Radiology	28	3.1%
Radiologic Tech	0	0.0%
Phys Thera	17	1.9%
Resp Thera	17	1.9%
Rest Ther Tech	38	4.2%
Health Tech	2	0.2%
Sub-Total	898	100.0%
Public Service Technology		
Comm Soc Serv	31	3.9%
Industrial F S	0	0.0%
Fire Science	98	12.4%

TABLE 7

SEX DISTRIBUTION OF GRADUATES WITHIN CURRICULAR GROUPS
1973-74, 1974-75, and 1975-76

Sex	Year	Agriculture/ Natural Resources		Business and Related		Communications/ Art and Design		Engineering and Industrial		Health		Public Service		Occupational-Technical Total		College Transfer		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male																			
	1973-74	28	82%	611	45%	39	63%	936	98%	82	13%	362	82%	2058	34%	1149	66%	3207	61%
	1974-75	43	69%	713	43%	27	39%	955	97%	98	13%	458	77%	2294	56%	1224	62%	3518	58%
	1975-76	52	59%	818	43%	45	53%	1013	96%	104	12%	620	78%	2652	55%	1121	59%	3773	56%
Female																			
	1973-74	6	18%	734	55%	23	37%	18	2%	563	87%	79	18%	1423	66%	597	34%	2020	39%
	1974-75	19	31%	936	57%	42	61%	25	3%	628	87%	134	23%	1784	44%	749	38%	2533	42%
	1975-76	36	41%	1075	57%	40	47%	41	4%	794	88%	173	22%	2159	45%	777	41%	2936	44%
Total																			
	1973-74	34	100%	1345	100%	62	100%	954	100%	645	100%	441	100%	3481	100%	1746	100%	5227	100%
	1974-75	62	100%	1649	100%	69	100%	980	100%	726	100%	592	100%	4078	100%	1973	100%	6051	100%
	1975-76	88	100%	1893	100%	85	100%	1054	100%	898	100%	793	100%	4811	100%	1898	100%	6709	100%

TABLE 6A

DISTRIBUTION OF GRADUATES BY CURRICULA
1975-76
(Cont'd)

	All Graduates	
	N	%
Public Service Technology (Cont'd)		
Firefighting	5	0.6%
Rec Parks	29	3.7%
Corrections	16	2.0%
Corrections Sc	24	3.0%
Law Enforcement	35	4.4%
Police Science	425	53.6%
Public Administration	1	0.1%
Public Adm Asst	1	0.1%
Coop Career Dev	18	2.3%
Citizen Development	2	0.3%
Human Services	9	1.1%
Inst Security	2	0.3%
Admin Security	0	0.0%
Sec Aging	0	0.0%
Human Services	0	0.0%
Occup Safety	12	1.5%
Applied Music	0	0.0%
Educ Services	12	1.5%
Te/Inst Aide	12	1.5%
Erl Child Devel	5	0.6%
Child Care	33	4.2%
Air T C	15	1.9%
Radio/TV Prod	8	1.0%
Sub-Total	793	100.0%

	All Graduates	
	N	%
College Transfer		
Business Admin	548	28.9%
Fine Arts	29	1.5%
Music	13	0.7%
Theatre Arts	0	0.0%
Education	479	25.2%
Liberal Arts	179	9.4%
Art Education	6	0.3%
General Studies	339	17.9%
Engineering	56	3.0%
Science	249	13.1%
Sub-Total	1898	100.0%

TABLE 8

RACIAL DISTRIBUTION OF GRADUATES WITHIN CURRICULAR GROUPS
1973-74, 1974-75, and 1975-76

Race	Year	Agriculture/ Natural Resources N	%	Business and Related N	%	Communications/ Art and Design N	%	Engineering and Industrial N	%	Health N	%	Public Service N	%	Occupational-Technical Total N	%	College Transfer N	%	Total N	%
White																			
	1973-74	34	100%	1103	82%	55	89%	875	92%	571	89%	375	85%	3013	87%	1617	93%	4630	89%
	1974-75	60	97%	1311	80%	60	87%	890	91%	630	87%	510	86%	3461	85%	1794	91%	5255	87%
	1975-76	88	100%	1464	77%	71	84%	935	89%	778	87%	653	82%	3989	83%	1743	92%	5732	85%
Minority																			
	1973-74	0	0%	242	18%	7	11%	79	8%	74	11%	66	15%	468	13%	129	7%	597	11%
	1974-75	2	3%	338	20%	9	13%	90	9%	96	13%	82	14%	617	15%	179	9%	796	13%
	1975-76	0	0%	429	23%	14	16%	119	11%	120	13%	140	18%	822	17%	155	8%	977	15%
Total																			
	1973-74	34	100%	1345	100%	62	100%	954	100%	645	100%	441	100%	3481	100%	1746	100%	5227	100%
	1974-75	62	100%	1649	100%	69	100%	980	100%	726	100%	592	100%	4078	100%	1973	100%	6051	100%
	1975-76	88	100%	1893	100%	85	100%	1054	100%	898	100%	793	100%	4811	100%	1898	100%	6709	100%

TABLE 9

SEX AND RACIAL DISTRIBUTION OF GRADUATES ACROSS CURRICULAR GROUPS
1973-74, 1974-75, and 1975-76

Sex	Year	Agriculture/ Natural Resources N	%	Business and Related N	%	Communications/ Art and Design N	%	Engineering and Industrial N	%	Health N	%	Public Service N	%	Occupational-Technical Total N	%	College Transfer N	%	Total N	%
Male																			
	1973-74	28	1%	611	19%	39	1%	936	29%	82	3%	362	11%	2058	64%	1149	36%	3207	100%
	1974-75	43	1%	713	20%	27	1%	955	27%	98	3%	458	13%	2294	65%	1224	35%	3518	100%
	1975-76	52	1%	818	22%	45	1%	1013	27%	104	3%	620	16%	2652	70%	1121	30%	3773	100%
Female																			
	1973-74	6	1%	734	36%	23	1%	18	1%	563	28%	79	4%	1423	70%	587	30%	2010	100%
	1974-75	19	1%	936	37%	42	1%	25	1%	628	25%	134	5%	1784	70%	749	30%	2533	100%
	1975-76	36	1%	1075	37%	40	1%	41	1%	794	27%	173	6%	2159	73%	777	27%	2936	100%
Race																			
White																			
	1973-74	34	1%	1103	24%	59	1%	875	19%	571	12%	375	8%	3015	65%	1617	35%	4630	100%
	1974-75	60	1%	1311	25%	60	1%	890	17%	634	12%	510	10%	3461	66%	1794	34%	5255	100%
	1975-76	88	2%	1464	26%	71	1%	916	16%	778	14%	653	11%	3989	70%	1743	30%	5732	100%
Minority																			
	1973-74	0	0%	242	41%	7	1%	79	13%	74	12%	66	11%	468	78%	129	22%	597	100%
	1974-75	2	1%	338	43%	9	1%	90	11%	96	12%	82	11%	617	78%	179	22%	796	100%
	1975-76	0	0%	429	44%	14	2%	119	12%	120	12%	140	14%	822	84%	155	16%	977	100%

TABLE 10

AGE DISTRIBUTION OF GRADUATES BY CURRICULUM
1973-74, 1974-75, and 1975-76

		Agriculture/ Natural Resources		Business and Related		Communications/ Art and Design		Engineering and Industrial		Health		Public Service		Occupational-Technical Total		College Transfer		Total	
Age	Year	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Median																			
	1973-74	21.6	-	21.2	-	21.4	-	22.2	-	23.3	-	26.2	-	22.6	-	23.2	-	22.0	-
	1974-75	21.4	-	22.2	-	22.0	-	23.0	-	23.9	-	28.3	-	23.3	-	24.1	-	23.5	-
	1975-76	20.1	-	23.9	-	23.2	-	23.9	-	24.1	-	28.6	-	24.5	-	28.1	-	24.4	-
Up to 21																			
	1973-74	15	44%	658	48%	23	37%	388	41%	216	33%	79	18%	1379	40%	634	36%	2013	39%
	1974-75	32	52%	732	44%	26	38%	352	36%	222	31%	127	21%	1491	37%	662	34%	2153	36%
	1975-76	47	54%	722	38%	29	34%	364	35%	270	30%	136	17%	1568	33%	587	31%	2155	32%
22-24																			
	1973-74	10	29%	221	16%	21	34%	218	23%	140	22%	79	18%	689	20%	325	19%	1014	19%
	1974-75	12	19%	271	17%	25	36%	211	22%	166	23%	83	14%	768	19%	355	18%	1123	18%
	1975-76	21	24%	278	15%	24	28%	207	20%	203	23%	109	14%	842	17%	409	21%	1251	19%
25-29																			
	1973-74	5	15%	223	17%	14	23%	221	23%	112	17%	104	24%	679	19%	338	19%	1017	19%
	1974-75	13	21%	247	15%	12	18%	227	23%	142	19%	113	19%	754	18%	356	18%	1110	18%
	1975-76	14	16%	290	15%	17	20%	233	22%	166	18%	184	23%	904	19%	356	19%	1260	19%
30-34																			
	1973-74	2	6%	115	9%	2	3%	70	7%	50	8%	75	16%	314	9%	210	12%	524	10%
	1974-75	4	6%	153	9%	3	4%	103	10%	67	9%	106	18%	436	11%	286	14%	722	12%
	1975-76	3	3%	218	12%	5	6%	120	11%	104	12%	169	21%	619	13%	243	13%	862	13%
35 and Above																			
	1973-74	2	6%	128	10%	2	3%	57	6%	127	20%	104	24%	420	12%	239	14%	659	13%
	1974-75	1	2%	246	15%	3	4%	87	9%	129	18%	165	28%	629	15%	314	16%	943	15%
	1975-76	3	3%	385	20%	10	12%	130	12%	155	17%	195	25%	878	18%	303	16%	1181	17%
Total																			
	1973-74	34	100%	1345	100%	62	100%	954	100%	645	100%	441	100%	3481	100%	1746	100%	5227	100%
	1974-75	62	100%	1649	100%	69	100%	980	100%	726	100%	592	100%	4078	100%	1975	100%	6051	100%
	1975-76	88	100%	1893	100%	85	100%	1054	100%	898	100%	793	100%	4811	100%	1898	100%	6709	100%

TABLE 11

CURRICULAR DISTRIBUTION OF O-T GRADUATES BY TYPE OF AWARD
1973-74, 1974-75, and 1975-76

Award	Year	Agriculture/ Natural Resources N	%	Business and Related N	%	Communications/ Art and Design N	%	Engineering and Industrial N	%	Health N	%	Public Service N	%	Occupational-Technical Total N	%
AAS															
	1973-74	34	1%	999	40%	57	2%	525	21%	543	22%	360	14%	2518	100%
	1974-75	59	2%	1234	42%	57	2%	585	20%	574	19%	454	15%	2963	100%
	1975-76	85	2%	1406	41%	78	2%	570	16%	682	20%	657	19%	3478	100%
Diploma															
	1973-74	0	0%	2	1%	5	3%	190	96%	0	0%	0	0%	197	100%
	1974-75	3	2%	5	3%	11	8%	127	86%	0	0%	2	1%	148	100%
	1975-76	1	1%	4	3%	7	4%	140	89%	3	2%	2	1%	157	100%
Certificate															
	1973-74	0	0%	344	46%	0	0%	239	31%	102	13%	80	10%	765	100%
	1974-75	0	0%	410	42%	1	1%	268	28%	152	16%	136	14%	967	100%
	1975-76	2	1%	485	41%	0	0%	344	29%	213	18%	134	12%	1178	100%
Total															
	1973-74	34	1%	1345	39%	62	2%	954	27%	645	18%	441	13%	3481	100%
	1974-75	62	2%	1649	40%	69	2%	980	24%	726	18%	592	14%	4078	100%
	1975-76	88	2%	1893	39%	85	2%	1054	22%	898	19%	793	16%	4811	100%

TABLE 12

NUMBER OF CREDITS EARNED BY TYPE OF AWARD, PERCENT
1973-74, 1974-75, and 1975-76

Award	45 or Under	46-95	96-100	101-110	111 or More	TOTAL
AA/AS						
1973-74	-	1*	30	30	39	100
1974-75	-	1*	35	27	37	100
1975-76	-	2*	34	27	37	100
AAS						
1973-74	-	2*	25	32	41	100
1974-75	-	2*	30	33	35	100
1975-76	-	2*	27	33	38	100
Diploma						
1973-74	-	4	14	10	72	100
1974-75	-	12	12	4	72	100
1975-76	-	5	5	7	83	100
Certificate						
1973-74	2	69	1	2	26	100
1974-75	12	58	1	2	27	100
1975-76	17	52	1	3	27	100

*These represent students transferring to the community colleges who did not have their transfer credits reported.

TABLE 13

NUMBER OF YEARS TAKEN TO COMPLETE AN AWARD
1973-74, 1974-75, and 1975-76

Award	Year	0 to One Year		More Than One to Two Years		More Than Two to Three Years		More Than Three to Four Years		More Than Four to Five Years		More Than Five Years	
		N	%	N	%	N	%	N	%	N	%	N	%
AA/AS													
	1973-74	50	3%	899	51%	438	25%	178	10%	79	5%	102	6%
	1974-75	52	3%	986	50%	472	24%	204	10%	118	6%	141	7%
	1975-76	48	3%	741	39%	598	31%	221	12%	112	6%	178	9%
AAS													
	1973-74	48	2%	1111	44%	718	28%	317	12%	149	6%	175	7%
	1974-75	51	2%	1289	44%	852	29%	341	11%	207	7%	226	7%
	1975-76	24	1%	1211	35%	1167	33%	511	15%	237	7%	328	9%
Diploma													
	1973-74	2	1%	87	44%	63	32%	22	11%	7	3%	17	9%
	1974-75	0	0%	75	51%	52	35%	14	10%	2	1%	5	3%
	1975-76	0	0%	46	29%	72	46%	18	12%	7	4%	14	9%
Certificate													
	1973-74	152	20%	432	56%	104	14%	46	6%	21	3%	10	1%
	1974-75	197	20%	480	50%	191	20%	53	5%	20	2%	26	3%
	1975-76	207	18%	585	50%	221	19%	91	8%	30	2%	42	3%
Total													
	1973-74	252	5%	2529	48%	1323	25%	563	11%	256	5%	304	6%
	1974-75	300	5%	2830	47%	1567	26%	612	10%	347	6%	398	6%
	1975-76	279	4%	2583	38%	2058	31%	841	13%	386	6%	562	8%

APPENDIX B

PROCEDURES FOR CALCULATING MEDIAN AGES
OF 1973-74 AND 1974-75 GRADUATES

For 1973-74, 1974-75, and 1975-76, the Research and Evaluation staff obtained comparable results from different sets of procedures used in calculating graduates' median ages. The difference in procedures arose from computing medians from uneven interval data in 1973-74 and 1975-76 and even interval data in 1974-75.

Each approach in calculating medians assumes that the large majority of community college students graduate in June of each academic year. It is further assumed that 1975-76 graduates born in 1954 would not be just 22 years of age but would range in ages from 21.5 to 22.5 years. This relationship between student year of birth and age at graduation is represented in the table below:

Relationship Between Years of Birth
and Ages at June 197[illegible] Graduation

Years of Birth		1954 Jan.	1954 June	1953 Jan.	1953 June	1953 Jan.
Ages at June '76 Graduation		21.5	22.0	22.5	23.0	23.5

Both approaches utilize the standard statistical method for determining medians.

Determining Medians from Uneven Interval Data

The median ages of 1973-74 and 1975-76 graduates were interpolated from graduate data grouped into five age categories: up to 21, 22-24, 25-29, 30-34, 35 and above. This method is shown in the steps below:

Determine the number of graduates within each age group.

Age Groups	No.	Cumulative
Up to 21	2153	2153
22-24	1123	3276
25-29	1110	4386
30-34	722	5108
35 and Above	943	6051
	6051	

Divide the total number of graduates by 2 to locate the median class interval.

Apply the formula for determining medians.

$$\text{Median} = \frac{\frac{n}{2} - \sum_{o}^{m-1} f_i}{f_m} (U-L) + L$$

where n = total number of graduates

$\sum_{o}^{m-1} f_i$ = sum of graduates up to the median class

f_m = number of graduates in median class

U = upper boundary of median class

L = lower boundary of median class

$$\text{Median} = \frac{\frac{6051}{2} - 2153}{1123} (24.5 - 21.5) + 21.5$$

The median is 23.8 years.

Determining Medians from Even Interval Data

The median ages of 1974-75 graduates were interpolated from graduate data by year of birth. The calculations involved in this procedure are presented below:

Determine graduates' years of birth.

Year of Birth	No.	Cumulative
1959	2	2
1958	-	2
1957	7	9
1956	106	115
1955	1129	1244
1954	910	2154
1953	547	2701
1952	325	3026
.	.	.
.	.	.
1900	.	6051
	6051	

Divide the total number of graduates by 2 to locate the median class interval.

Apply the same formula for determining medians.

$$\text{Median} = \frac{\frac{6051}{2} - 2701}{325} (23.5 - 22.5) + 22.5$$

The median is 23.5 years.

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